VIDEO DISTRIBUTION DEMONSTRATION PROJECT

Executive Summary, Conclusions and Recommendations

October, 1986

Media and Technology

Alberta
EDUCATION

87-04117/

Evaluation Auditor's Report

I, T. Craig Montgomerie, of the Department of Educational Administration, University of Alberta have personally monitored the design and implementation of the evaluation of the Regional Film Centre Videotape Demonstration Project.

In my opinion, this evaluation was carried out using accepted evaluation standards. The findings presented in the **Executive Summary, Conclusions and Recommendations** are fairly and reasonably drawn from the data collected, and the recommendations fairly represent the consensus of the Steering Committee.

T. Craig Montgomerie, Ph. D.

Date: July 29, 1986

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October, 1986

A Cooperative Project of:

Central Alberta Media Services (Zone 2/3)
South Central Alberta Regional Film Centre (Zone 6)
ACCESS Network
Alberta Education

*Note: Copies of the detailed findings are listed below. These reports are available on loan through Alberta Education Library Services, Alberta Regional Offices of Education, Regional Film Centres or ACCESS Network.

1. Video Demonstration Project, Year One, Interim Report #1
2. Video Demonstration Project, Year One, Interim Report #2
3. Video Demonstration Project, Year Two, Interim Report #1
4. Video Demonstration Project, Cost Comparison Findings

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I. BACKGROUND

In September 1982, the Regional Film Centres in Zones 2/3 and 6 along with ACCESS and Alberta Education initiated a joint project aimed at improving videotape distribution services to Alberta schools. ACCESS provided videotape programs from its inventory, dubbing services, catalogue data, equipment and support materials. The Regional Film Centres integrated the ACCESS programs with their regular film collections and organized and implemented a booking/distribution service to schools. Alberta Education reimbursed the Regional Film Centres for their operational costs, provided project coordination and funded the evaluation of the project.

II. PURPOSE

The Video Demonstration Project included two major components:

a) a pilot video loan service

b) a comprehensive film and video utilization research study

The overall purpose of the project was to examine ways to improve media services to Alberta schools. Particular emphasis was placed on an examination of the viability of initiating a video loan service through Regional Film Centres. The project was designed to achieve the following objectives:

1) to gather data on the frequency and style of classroom use of films and videotapes by Alberta teachers;

2) to determine Alberta teacher and student media preferences and the reasons for these preferences;

3) to gather data on video and film equipment ownership in Alberta;

4) to determine the degree of teacher and student acceptance of video and film as instructional materials;

5) to determine the relative utilization of the ACCESS Dubbing Centre, Regional Film Centre film and video loan services, District or IMC film and video loan services, school video loan services, personal video collections and rented videos and films, as well as the reasons underlying any differences in utilization of these various services;

6) to determine the typical size and currency of Alberta school video collections;

7) to gather data regarding the characteristics of teachers who use various media services, and have various media preferences;

8) to gather cost data and undertake unit cost analysis of the film loan services and video dubbing services in terms of booking, delivery, inventory maintenance, and dubbing functions; and

9) to provide an overall summary of the study and make related recommendations.

III. SUMMARY OF PROJECT METHODOLOGY

Data was gathered by questionnaires distributed to a statistical sampling of principals and teachers, and by telephone interviews with teachers who were using, or who had recently used, ACCESS or Regional Film Centre materials. In addition, the Regional Film Centres and ACCESS gathered and maintained operational and financial records relative to their respective services.

At the conclusion of the first year of the project, all data was compiled and analyzed. Where the results were difficult to interpret or where the information provided appeared to be inconclusive adjustments and refinements were made in questionnaires and interviews to improve the quality of the data collected during the second year of the project. To achieve optimum accuracy in the identification of costs, the term of the project was extended so that all costs could be based on end of year audited financial reports rather than budget estimates.

Samples of all questionnaires, interview instruments and a detailed compilation of the findings are contained in the following publications:

1. Video Demonstration Project, Year One, Interim Report 1.
2. Video Demonstration Project, Year One, Interim Report 2.
3. Video Demonstration Project, Year Two, Interim Report 1.
4. Video Demonstration Project, Cost Comparison Findings.

The above publications are available at any of the following locations:

1. Alberta Education - Library Services.
2. Alberta Education - Regional Offices of Education.
3 ACCESS Network
4. All Regional Film Centres

IV. SUMMARY OF PROJECT FINDINGS

The highlights of the study, particularly as they relate to the primary objectives of the project, can be summarized as follows:

1. Equipment Availability

   - The great majority of schools have film and video equipment but the number of units available is limited (See Appendix Table 1 - pg. i).

2. Utilization Patterns/Frequency of Use

   - Film is used more frequently than video (Table 2 - pg. ii).
   - A majority of teachers use a variety of services whenever they are available (Table 3A, 3B - pgs. iii, iv).
   - Instructional uses of film and video are similar. Film and video are used primarily to present information, build motivation and to introduce new topics of study (Table 4 - pg. vi).

3. Teacher/Student Opinions and Media Preferences

   - Teachers rate film and video as educational equals across various evaluative dimensions (Table 5 - pg. vii).
   - Video is viewed as having more potential as an instructional medium (Table 6 - pg. viii). Perceived ease of use is the major reason.
   - Students prefer video to film. Picture and program quality are major reasons.

4. - Teachers rate the usefulness of both the ACCESS dubbing services and the Regional Film Centre loan service as high (Table 7 - pg. ix).
   - Service efficiency of both ACCESS and Regional Film Centres is rated high (Table 8 pg. x).
   - Teachers rate ease of ordering and on-time delivery high for both ACCESS and Regional Film Centres (Table 10 - pgs. xii, xiii).

5. Reasons for Use and Non-Use

   - The two major reasons for non-use of ACCESS and Regional Film Centre material are the availability in the school of alternative resources and the lack of relevant resources in the ACCESS or Regional Film Centre inventories (Table 11 - pg. xiv).

- Teachers need information about new materials available and how these materials relate to the curriculum.
- Teachers rate media catalogues, simple ordering procedures, a video tape loan service and print support materials as the most important support services needed (Table 12, pg. xv).
- A majority of school librarians rate the availability of video purchase and video loan services as very important as is the availability of a large in-school video collection (Year 2, Interim Report #1, p. 103)

6. School Based Video Collections

On the basis of a limited sample, it would appear that schools generally have less than 50 videotapes (i.e., 150 titles or less) in their in-school video collection (Table 15, page xviii). These titles are generally current and relate to core curriculum areas (i.e., Social Studies, Language Arts, Science).

7. Cost Findings

The focus of the cost comparison component of the study was to determine when it is more cost effective for schools to use the ACCESS Network video dubbing service and when it would be more cost effective to use a video loan service.

Three basic problems were encountered in obtaining and preparing cost comparisons of the film loan and video dubbing services. In view of these problems, caution must be exercised in interpreting the unit cost figures in isolation from the balance of the field research findings. First, it was necessary to distinguish between cost activities common to both services and those that are unique to one or the other service. Here, it was agreed to examine unit cost figures for five functional activities involved in operating the film loan and video dubbing services. Of this total, three cost categories of the video dubbing and film loan services relate to activities common to both types of service (i.e., booking, delivery, and inventory maintenance) while two major cost categories (i.e., dubbing and videotape) are applicable to a video dubbing service only.

Second, it was necessary to take into account the fact that while the financial records of the Regional Film Centres account for the costs of the film loan service only, the financial records of ACCESS Network contain cost information relating to many activities not just those of the dubbing centre. Here, the Project Steering Committee agreed to rely on the professional judgement of the ACCESS Network controller to distinguish dubbing centre related costs from non related costs and to categorize those costs in terms of various functional activities (i.e., booking, delivery, inventory maintenance, and dubbing).

Third, even when various functional activities are common to th the film loan and video dubbing services the way and the extent to which these activities are implemented may differ. For example, Zone 2/3 provides its clients with a free long distance telephone booking service while the other agencies do not. Here, the Project Steering Committee agreed that it was not feasible to adjust for differences in the way various functional activities were implemented. Cost comparisons, therefore, cannot be used to assess the operational efficiency of the agencies involved, but are intended only as a means to assess the cost benefits to schools of video loan and video dubbing services.

COSTS OF SERVICE

	Common cost (booking, delivery inventory maintenance)	Unique cost (dubbing)	(videotape)	Total
Regional Film Centres:				
1) Zone 2/3:				
Year 1	$4.24			
Year 2	$4.68			
2) Zone 6:				
Year 1	$4.71			
Year 2	$3.65			
3) 2 Year Average Zones 2/3 & 6	$4.32			
				$4.32/ booking
		(dubbing)	(videotape)	
		ACCESS Network Dub Centre:		
1) Year 1	$3.49	$3.21	$9 00	
2) Year 2	$3.15	$2.76	$9.00	
3) 2 Year Average	$3.32	$2.98	$9.00	
				$15.30/ dub

1. Booking = One program title ordered, delivered to the school, used for one booking period (usually one week) and returned to the Regional Film Centre.

2. ACCESS Network charge to schools for blank T60 V.H.S. videotapes in 1985. The charge for a T60 tape for 1986/87 school year will be less (i.e., $7.80).

As can be seen from the above table, ACCESS Network unit costs ($3.32 average) are competitive with those of the Regional Film Centres ($4.32 average). However, when unit costs that are unique to a video dubbing service (i.e. dubbing and videotape) are added, the total unit costs of a video dubbing service (i.e., $15.30/dub) are more than the total costs of a video loan service (i.e., $4.32/booking). Naturally, in each instance the type of service differs in that with the expenditure of $15.30 for a video dub, a permanent learning resource is available to the school whereas the expenditure of $4.32 provides usage during a single booking period (usually one week) since after this period the learning resource must be returned to the loan agency.

V. ANALYSIS/INTERPRETATION OF FINDINGS

1. Educational Considerations

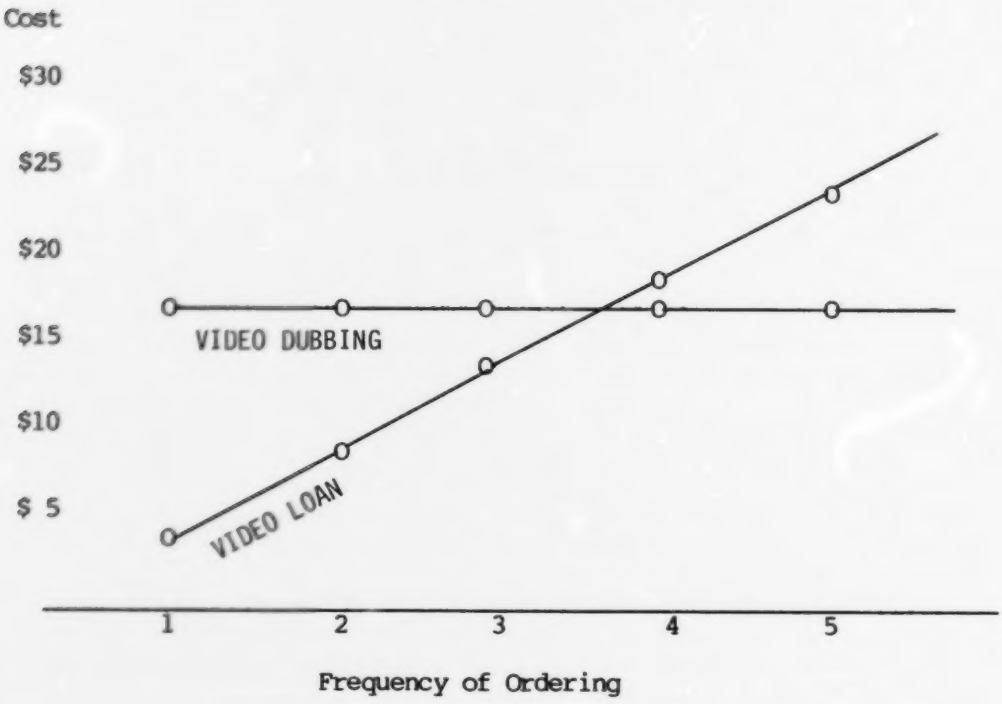
The findings of the study show that both video loan and video dubbing are viewed as important and valuable services. Teachers gave a high rating to the quality of service they receive from ACCESS and from the Regional Film Centres. They used both film and video extensively and for the achievement of similar educational objectives. Both teachers and students perceive film and video to be valuable tools for learning, and while at the moment, film is used more frequently, video is rated higher relative to future potential.

2. Cost Considerations/Cost Effectiveness

Based on a simplistic comparison of the cost of a video dub including the cost to the school of a blank tape, ($15.30) and the cost per booking ($4.32) as reported above, video dubbing would be more cost effective for programs that are booked by a school on four or more occasions during the useful life of the program. Video loan would be more cost effective when the need for the program in the school could be satisfied in less than four separate bookings over the life of the program.

The following graph shows the relationship between cost and frequency of ordering.

UNIT COST AND FREQUENCY OF ORDERING
COMPARISON OF VIDEO LOAN AND VIDEO DUBBING SERVICES



As shown in the above graph, the initial cost of a video dub is higher than a video loan, but it is essentially a one-time cost. Once a video dub is delivered to the school, it remains there to be used as often as required and each use increases the overall cost effectiveness of the school's expenditure for the tape and ACCESS' expenditure to provide the video dubbing service.

In the case of video loan, the unit cost of the service is repeated on each separate occasion the video is delivered to the school.

The use of between three and four booking periods (as shown on the graph) as the turning point in cost effectiveness is a useful guide to schools to indicate when it is more cost effective to loan a video program or to order a video dub from ACCESS and retain it in the school collection. However, cost effectiveness must concern itself with both factors influencing cost and factors influencing the effectiveness of the service from the perspective of teachers and students.

In terms of teachers and students, the following factors are important:

1) availability of current, relevant and appropriate material in required curriculum area;

2) ease of ordering material;

3) availability of material during the specific time period required;

4) availability of equipment at the time materials are available for use;

5) up-to-date media materials catalogues to assist in the location of needed materials;

6) availability of program support materials to facilitate instructional use of the materials.

In terms of cost factors, one must consider the total cost of service (i.e., the cost to the user to obtain the service as well as the costs to those who supply the service).

The costs to Regional Film Centres to provide video loan services and the costs to ACCESS Network to provide video dubbing services are documented in this survey (see Table 13, p. xvi). It should be emphasized that these costs are time specific and cover only the period during which the survey was undertaken. These costs will vary from year to year based on a variety of factors (e.g., volume of service, increases or decreases in operating costs, costs of inventory acquisition and maintenance, costs of space and facilities, etc.).

Costs to individual schools will also vary from year to year depending upon three major factors:

a) The Cost of Video Tape

Increases or decreases in the cost of blank video tape will increase or decrease total per unit costs of video dubbing and, thereby, influence overall cost effectiveness of video loan or dubbing services.

b) The school costs of administering the distribution of videotape programs in the school collection.

While not an actual cost of videotape dubbing per se, videotapes acquired by the school must be organized, catalogued, and distributed to teachers and students. In a regional loan system, this work is carried out by Regional Film Centre staff and the cost is included in the unit cost of the loan service. For a true comparison of video dubbing and video loan costs, the unit cost to the school for staff, supplies, facilities and space to manage the storage and distribution of the school video collection must be added to the unit cost per dub. This cost will vary from school to school depending on the size of the school collection, the qualifications and number of staff involved, and the quality and volume of service provided to teachers and students.

c) Frequency of use of video loans within a single booking period.

The unit cost of a video loan from a Regional Film Centre is the cost to book, deliver and return one program title. Typically, the title delivered remains at the school for one week. If, during that period, the title is used once, the cost per use is the unit cost of $4.32. However, if the title is used three times during that one week booking period, the cost is reduced to $\frac{4.32}{3}$ = $1.44 per use.

It can be seen, therefore, that the cost effectiveness of video loan is also a function of the frequency of use within a single booking period.

In view of the many variables at work in determining the exact costs incurred by all parties to video loan and video dubbing services, it is difficult to project a precise turning point when video dubbing is more cost effective than video loan and visa versa. However, for practical purposes, the four booking periods identified earlier, with adjustment to reflect local conditions, appears to be a useful guideline.

VI. RECOMMENDATIONS

In view of the findings of the project, it is recommended that:

Recommendation #1

A blend of video loan through Regional Film Centres and video dubbing through ACCESS Network be made available to Alberta schools.

Rationale

In spite of the variables that make it difficult to determine with precision the exact turning point of cost effectiveness, it is clear that within the parameters of unit costs and frequency of use, both services have distinct cost advantages. This along with the positive educational findings of the project support the need for a blended service. Specifically, a blended service would provide:

a) A means to maximize the cost benefits of video services to teachers and students.

   Schools could be encouraged to use the video loan service for ACCESS programs with a low frequency of use (e.g., previewing, special occasion programming, current affairs, etc.), and to order from ACCESS programs likely to receive a high frequency of use.

b) Greater equity of learning opportunity to students in schools with small enrolments.

   Small schools do not have the numbers of students or classes to justify the development of a comprehensive school-based video collection. A video loan service would make the entire ACCESS inventory for Basic Education accessible to these schools in a cost-effective manner.

c) Teachers and students in larger schools with the benefits of an interim loan service while they develop, over time, a more comprehensive in-school video collection.

Generally speaking, the video collections presently available in Alberta schools are limited in both scope and quantity. Even in larger schools where it would often be more cost effective to utilize the ACCESS Network dubbing service, current financial constraints may dictate that needed improvements in video collections be phased in over a period of time. A video loan service would provide a valuable alternative while in-school collections are being developed.

Recommendation #2

Alberta Education support regional video loan services by making available to each cooperating Regional Film Centre an establishment grant to fund the development of the initial video inventory and the purchase of capital equipment and furniture.

Rationale

Financial support in the form of an establishment grant is consistent with the terms of the existing contractual agreement between the Minister and the Regional Film Centres. The contract stipulates that all capital assets (inventory, furniture, equipment) belong to the Minister while the local assessments paid by number boards cover the costs of distributing the service to teachers and students. This establishment grant would provide Regional Film Centres with the funds needed to purchase blank video tape for dubbing one copy of each BASIC EDUCATION program in the existing ACCESS Network inventory, and would provide the furniture and equipment needed to house and maintain the video collection.

Recommendation #3

Regional Film Centres approve:

3.1 the extension of present loan services to include the loan of ACCESS video programs for BASIC EDUCATION;

3.2 funds from each regular annual budget for the the purchase of blank video so that orders can be placed with ACCESS for the duplication of multiple copies of high use ACCESS programs and for the purchase of private sector video programs when deemed advisable.

Rationale

3.1 Regional Film Centres are already providing an effective media loan/distribution service which is highly rated by teachers. Since the required infrastructure is already in place, Regional Film Centres represent an efficient and economical vehicle for implementing a regular video loan service to member school boards.

3.2 The establishment grant recommended in #2 above would provide one copy only of each ACCESS, BASIC EDUCATION program. In most cases, one copy will not be sufficient to meet the needs of all schools in a region and additional copies will be required.

These additional copies represent an enhancement of the basic service level and they should be provided at the cost and discretion of each cooperating Regional Film Centre

Recommendation #4

ACCESS Network cooperate with Regional Film Centres to develop a video loan service by:

4.1 Providing free dubbing service to initiate and maintain the video loan service.

4.2 Providing one free dub to each cooperating Regional Film Centre, including the cost of tape, for each BASIC EDUCATION program added to the ACCESS dubbing center inventory after September 1, 1986.

4.3 Negotiating with the Regional Film Centres a reasonable timeline for completing the dubbing of the initial inventory.

Rationale

4.1 Regional Film Centres are legal agents of the participating boards. Since the member boards are individually eligible for free dubbing service from ACCESS, the Regional Film Centre is eligible for the same benefits. Furthermore, Regional Film Centres are operated by a school board acting on behalf of all member boards. This "Agent Board" is eligible in its own right to request free dubbing service from ACCESS.

4.2 The provision of a free copy to each cooperating Regional Film Centre of each new BASIC EDUCATION program added to the ACCESS dubbing center inventory is recommended on the basis of both philosophical and economic grounds. In a sense, Regional Film Centres that provide for the loan of ACCESS programs are providing not only a service for their member boards, but also a service to the ACCESS Network. ACCESS Network would gain through its accessibility to the extensive distribution service offered by the Regional Film Centres, a service which, on the basis of historical utilization patterns would result in a substantial increase in the use of ACCESS programs. Actual utilization statistics could be provided to ACCESS by each cooperating Regional Film Centre.

4.3 The implementation of a Regional Film Centre video loan service will entail the close cooperation of ACCESS and Regional Film Centre staff. Programs will have to be dubbed, catalogued, and organized for storage and delivery. Staff will need to be trained in any new procedures involved and schools must be made aware of the service and how to receive it. This work will have to be phased over time so that both the Regional Film Centres and ACCESS can integrate the work load into normal operations, but it is critical that a mutually acceptable timeline be established and commitments made to complete all tasks on schedule.

Recommendation #5

School systems should develop, on the basis of the findings of this project and local needs and conditions, policy, guidelines, and procedures to maximize cost-effective use of video dubbing and video loan services.

Rationale

Since cost effectiveness is a function of unit cost and frequency of use, it is important that guidelines be established that will give direction to schools relative to their use of video loan and video dubbing services. These guidelines should take into account the unit costs of Regional Film Centres and ACCESS as identified in this project, the school costs involved in the administration and management of the school video collection, and the size of the school (# of pupils and # of multiple classes of the same grade levels) as a means to compare unit costs to probable frequency of use.

Recommendation #6

Regional Film Centres, ACCESS and Alberta Education develop and implement monitoring procedures to encourage cost effective use of video loan and video dubbing services by all schools and school jurisdictions.

Rationale

On-going monitoring of the implementation of video loan and video dubbing services will provide the data needed to make adjustments in the services if needed and to assist schools and school systems to make optimum use of the services available to them.

As indicated in the report, approximately four uses of a program during its useful lifetime is suggested as the turning point of cost effectiveness.

Recommendation #7

Alberta Education, in cooperation with ACCESS, Regional Film Centres, and school jurisdictions, continue to examine the potential for improved cost benefits in the distribution of film and video services through the use of new technologies or through other forms of joint cooperation.

Rationale

There should be an on-going investigation and search for new ways to reduce costs and to improve service to students and teachers. For example, current fibre optics network planning by Alberta Government Telephones indicates that by the early 1990's extensive fibre optics networks will be available in Alberta with linkages across Canada. In addition, satellite transmission of video programs during non-broadcast hours could have potential as an alternative form of video dubbing distribution service.

Non-technical strategies may also have potential for improving service cost effectiveness. Closer cooperation among the Regional Film Centres and ACCESS Network in the joint purchase of copyright clearances or in the outright purchase of selected video programming might serve to reduce program costs or increase program availability or both.

APPENDICES

TABLE 1

AVAILABILITY OF VIDEO AND FILM EQUIPMENT

WHILE THE GREAT MAJORITY OF SCHOOLS HAVE BOTH VIDEO AND FILM EQUIPMENT (ESPECIALLY IN THE MORE POPULAR FORMATS), SUCH EQUIPMENT IS AVAILABLE ONLY IN LIMITED NUMBERS

TYPE OF EQUIPMENT	PERCENT OF SCHOOLS WITH EQUIPMENT	PERCENT OF SCHOOLS WITH SPECIFIC NUMBERS OF ITEMS OF EQUIPMENT		
		1	2	More than 2
Video Equipment				
Color T.V. Receiver	92.7	50.0	26.0	13.2
Black & White T.V. Receiver	61.3	29.3	11.9	9.7
VHS 1/2" Cassette Player/Recorder	73.1	45.7	8.9	14.0
U-Format 3/4" Cassette Player/Recorder	47.0	26.2	4.2	1.7
EIAJ 1/2" Reel-to-reel	21.3	10.4	0.3	0.3
Betamax 1/2" Cassette Player/Recorder	11.0	4.3	1.1	0.3
Film Equipment				
Automatic thread projector	85.8	29.7	22.8	21.7
16mm manual thread projector	48.1	16.7	7.4	7.8
Semi-automatic thread projector	31.3	11.0	4.2	3.1

Reference: Year 1 Interim Report 1, p. 12-13, A.17-A.20

TABLE 2

FREQUENCY OF USE OF VARIOUS MEDIA IN A GIVEN MONTH

FILM IS USED MORE FREQUENTLY THAN VIDEO, VIDEOTAPES ARE USED MUCH MORE FREQUENTLY THAN BROADCAST TV

YEAR ONE
FREQUENCY OF USE IN
1983-1984 SCHOOL YEAR

Used Film	81.5%	N=547
Used Videos	69.1%	B=529

YEAR 2
FREQUENCY OF USE IN MONTH
PRIOR TO SPRING BREAK 1984

Used Film	87.5%	N=786
Used Videos From Access	45.1%	N=789

FREQUENCY OF USE OF SCHOOL MEDIA
IN MONTH PRIOR TO SPRING BREAK 1984

TELEVISION PROGRAMS VIA:	USED	ONCE	FIVE OR MORE TIMES
Broadcast or Cable TV	16.8	4.3	5.3
Commercial Broadcast	10.7	4.2	2.8
Educational Cable Service	7.6	2.3	2.3
PSS Cable Service	4.5	2.1	0.5
Satellite Broadcast	1.6	1.1	0.1
Videotape Replay or Films:			
16mm Films	87.5	5.5	48.2
Videotapes obtained from ACCESS	45.1	8.4	15.2
Videotapes obtained from a School Resource Library School Library	38.2	8.2	10.2
Videotapes obtained from a District Resource Centre or IMC	36.2	4.7	15.0
Videotapes obtained from a Regional Film Centre	28.0	5.1	9.5
Videotapes obtained by Dubbing District Resource Centre or IMC	21.7	6.7	4.3
Videotapes obtained from a Rental Agencies	19.4	10.5	1.0
Other Media Formats/Services Used	19.6	4.5	8.0

Reference: Year 2 Interim Report 1, p. 21-22, p. 113

TABLE 3A

TEACHERS USE OF VARIOUS MEDIA SERVICES

TEACHERS MAKE USE OF A VARIETY OF SERVICES WHENEVER THESE ARE AVAILABLE

Percentage of Teachers Who Ordered One or More Films or Videos from the Regional Film Centres in 1983-1984 and Who Also Ordered From District or Access Services in 1983-1984

		Number of Orders 1983-1984			
		None		One or More	
Service	Total N	N	%	N	%
ACCESS	208	85	40.9	123	59.1
Regional Film Centre Film Loan Service	206	10	4.9	196	95.1
Regional Film Centre Video Loan Service	207	115	55.6	92	44.4
District Film Loan,	178	80	44.9	98	55.1
District Video Loan,	176	74	42.0	102	58.0

NOTES:

1. Respondents are those who have access to a district service and booked one or more films or videos from a Regional Film Centre in 1983-1984.

   They may or may not have access to a school video collection.

2. "Don't Know" responses are included in the total N.

3. These respondents may or may not have ordered from services other than the Regional Film Centre.

4. These respondents ordered from Regional Film Centres and a percentage as shown also ordered from Access.

5. These respondents ordered from Regional Film Centres and a percentage as shown also ordered from a district.

Reference: Year 2, Interim Report 1, p. 72

TABLE 3B

TEACHERS USE OF VARIOUS MEDIA SERVICES

Percentage of Teachers Who Ordered One or More Films or Videos from the Regional Film Centre in the Month Before Spring Break 1984 Who Also Ordered from Access, a District or School Service

Service	Total N	Number of Orders in the Month Prior to Soaring Break 1984			
		None		One or More	
		N	%	N	%
ACCESS	101	54	53.5	47	46.5
Regional Film Centre Film Loan Service	98	19	19.4	79	80.6
Regional Film Centre Video Loan Service	101	60	59.4	47	40.5
District-Video Loan	92	56	60.9	36	39.1
District Film Loan	97	53	54.6	44	45.4
School Video Loan	99	40	40.4	59	59.6

NOTES:
1. Respondents are those who have access to a district and school service and who ordered one or more films or videos from the Regional Film Centre in the month before Spring Break 1984.
2. "Don't Know" responses are included in the total sample N.
3. These respondents may or may not have ordered from services other than the the Regional Film Centre
4. These respondents ordered from a Regional Film Centre and a percentage as shown also ordered from Access.
5. These respondents ordered from a Regional Film Centre and a percentage as shown also ordered from a district.
6. These respondents ordered from a Regional Film Centre and a percentage as shown also ordered from a school.

Reference: Year 2, Interim Report 1. p. 73

TABLE 3B (cont'd)

BOOKINGS/USE OF VIDEOS FROM ACCESS VERSUS REGIONAL FILM CENTRES

YEAR 1 TITLES ORDERED IN MARCH 1983		YEAR 2 TITLES USED IN MONTH PRIOR TO SPRING BREAK 1984	
SERVICE	% OF RESPONDENTS ORDERING FROM VARIOUS SERVICES	SERVICE	% OF RESPONDENTS ORDERING FROM VARIOUS SERVICES
Videos from Access	50.7	Use of Videotapes from Access	45.1 (N=789)
Videos from Regional Film Centres	34.8 (Mean N=117)	Use of Videotapes from Regional Film Centres	28.0 (N=786)

Reference: Year 2, Interim Report 1, p. 22
Year 2, Interim Report 1, p. 114
Year 1, Interim Report 1, A.4

TABLE 4

INSTRUCTIONAL USES OF FILM VS. VIDEO

TEACHERS' INSTRUCTIONAL USES ARE SIMILAR FOR FILM AND VIDEO

INSTRUCTIONAL USES OF FILM VS. VIDEO MENTIONED BY TEACHERS WHO ORDERED A FILM OR A VIDEO AND ACTUALLY USED THE MATERIAL IN THE CLASSROOM

Instructional Uses	Film (403) N	Video (228) N
Present Information	212	131
Build Motivation/Interest	169	112
Introduce/Overview	136	97
Aid Concept Formation	106	93
Appreciation	111	86
Culminating Activity/Review	87	72
Other	79	59
Values Clarification	67	53
Provide Skill Drill	18	45
Aid Problem Solving	12	34

Reference: Year 2, Interim Report 1, p. 12-13

TABLE 5

TEACHER'S RATING OF FILM VS. VIDEO

TEACHERS' RATED AND VIDEOS AS ALMOST EQUAL ACROSS VARIOUS EVALUATIVE DIMENSIONS

RATING OF FILM VS. VIDEO ACROSS SELECTED EVALUATION DIMENSIONS BY TEACHERS WHO HAVE USED SPECIFIC TITLES IN THE CLASSROOM IN 1983/84 SCHOOL YEAR

	FILM (n=403)							VIDEO (n=228)						
	Very Poor				Excel-lent	Don't Know		Very Poor				Excel-lent	Don't Know	
Evaluative Dimension	1	2	3	4	5	6	N	1	2	3	4	5	6	N
Flexibility of Scheduling	1.0	6.5 (7.5)	19.5	35.0	35.5 (70.3)	2.8	400	1.3	2.7 (4.0)	13.8	34.2	42.7 (76.9)	5.3	225
Instructional Usefulness	0.7	4.4 (5.1)	16.4	46.3	29.9 (76.2)	2.2	402	1.3	5.3 (6.6)	16.9	46.2	28.0 (74.2)	2.2	225
Concept Acceptability	0.8	2.5 (3.3)	16.3	41.0	37.3 (78.3)	1.3	400	0.4	3.5 (4.0)	14.7	39.7	39.7 (79.4)	1.8	224
Timeliness of Receipt	2.0	4.0 (6.0)	13.4	33.0	46.3 (79.3)	1.3	397	-	4.5 (4.5)	17.0	28.3	48.0 (79.3)	2.2	223
Relevance to the Curriculum	1.0	2.5 (3.5)	13.6	36.2	44.2 (80.4)	2.5	398	0.9	3.6 (4.5)	15.7	40.3	36.8 (77.6)	2.2	223
Ease of Ordering	0.8	1.3 (2.6)	9.2	35.5	50.6 (86.2)	2.0	393	0.9	1.8 (2.7)	9.9	23.4	62.1 (85.5)	1.8	222
Availability of Material in Subject Area	3.0	8.5 (11.5)	25.3	38.3	20.5 (59.3)	4.0	400	2.7	9.3 (12.0)	26.2	31.6	25.3 (56.9)	4.9	225
Picture Quality for Classroom Viewing	0.5	2.7 (3.2)	12.4	42.3	39.8 (82.1)	2.2	402	0.9	3.1 (4.0)	10.7	36.9	44.4 (81.3)	4.0	225

Note: Missing responses are excluded from the table

Reference: Year 2, Interim Report 1, p. 14

TABLE 6

VIEWS REGARDING POTENTIAL OF FILM VS. VIDEO AS AN INSTRUCTIONAL MEDIUM

TEACHERS FEEL THAT VIDEO HAS MUCH MORE POTENTIAL THAN FILM AS AN INSTRUCTIONAL MEDIUM. EASE OF USE IS THEIR MAJOR REASON FOR THIS VIEW

YEAR ONE

MEDIUM	% OF TEACHERS WHO SAID MEDIUM HAD MORE POTENTIAL
Videotape	60.0
Film	6.7
No Preference	32.5
Both	0.5
	(N = 536)

YEAR 2

MEDIUM	% OF TEACHERS WHO SAID MEDIUM HAD MORE POTENTIAL
Videotape	63.7
Film	15.6
No Preference	20.5
Don't Know	0.1
	(N = 794)

YEAR ONE

REASONS GIVEN FOR VIEWS REGARDING POTENTIAL OF PREFERED MEDIUM	% OF TEACHER'S
Videotape (N=340)	
Ease of Use	30.0
More Sophisticated Medium	11.7
Can Dub, Update	10.2
Lower Cost	9.4
Better Curriculum Fit	7.6
Student Appeal	7.6
Maintenance is Easier	6.7
Film (N=49)	
Student Appeal	30.6
Ease of Use	16.3

YEAR 2

REASONS GIVEN FOR VIEWS REGARDING POTENTIAL OF PREFERRED MEDIUM	% OF TEACHERS
Videotape (N=502)	
Easy to Handle	37.5
Start/Stop Facility	13.5
Equipment/Screen Better	11.8
Less Expensive	7.2
Possibility for Duplication	6.6
Wide Selection	5.2
Up-to-Date	4.7
Film (N=125)	
Equipment/Screen Better	46.4
Student Appeal	13.6
Ease of Use/Flexibility	8.8
Selection	6.4
Quality of Material	5.6

Note: Categories with less than 5% respondents are not reported.

Reference: Year 2, Interim Report 1, p. 117-118

TABLE 7

RATINGS OF THE USEFULNESS OF VARIOUS SERVICES BY TEACHERS WITH A SCHOOL VIDEO COLLECTION

ACCESS and Regional Film Centres are rated high on a utility scale

	% OF TEACHERS AND RELATED RATINGS OF THE USEFULNESS OF SELECTED SERVICES						
	Not at all Useful				Very Useful	Don't	
Service	1	2	3	4	5	Know	N/A
Teachers with a School Video Collection							
Access Video Dubbing	2.2	3.0	15.1	¶24.6	40.5¶	12.9	1.7
				63.1%			
Regional Film Centre IMC or other District Service	0.4	4.3	22.8	¶17.7	31.0¶	18.1	5.6
				48.6%			
School Video Resource Centre	3.0	9.1	22.0	¶13.8	24.1¶	12.5	15.5
				37.9%			
School Library Video Resource Centre	5.6	9.5	34.1	¶17.2	19.0¶	10.3	4.3
				36.2%			
School Departmental Resource Centre	5.3	4.0	8.4	¶ 4.8	5.2¶	15.9	56.4
				10.1%			
Personal Collection	11.8	3.1	9.6	¶ 7.5	7.0¶	3.1	57.9
				14.4%			

Reference: Year 2, Interim Report 1, p. 101-102

TABLE 8

STRENGTHS AND WEAKNESSES OF VARIOUS MEDIA SERVICES

SERVICE EFFICIENCY IS THE MOST FREQUENTLY CITED STRENGTH OF ALL SERVICES. EXCEPT FOR THE ACCESS DUBBING SERVICE, SELECTION PROBLEMS ARE THE MOST FREQUENTLY CITED WEAKNESS OF ALL SERVICES

STRENGTHS AND WEAKNESSES OF ALTERNATIVE SERVICES AS PERCEIVED BY TEACHERS WHO USED SPECIAL SERVICES IN THE 1983/84 SCHOOL YEAR

	Strengths			Weaknesses		
		%	N		%	N
Access Videotape Dubbing	Service Efficiency	32.5	94	Service Inefficiency	24.0	39
	Wide Selection	17.0	49	Ordering problems	20.2	33
	Quality of Material	12.5	36	Selection Problems	17.8	29
		(N = 289)			(N = 163)	
Regional Film Centre Film Loan	Service Efficiency	40.9	134	Selection Problems	34.1	77
	Wide Selection	20.1	66	Service Inefficiency	22.1	50
	Easy Ordering	7.6	25	Ordering Problems	17.3	39
		(N = 328)			(N = 226)	
Regional Film Centre Video Loan	Service Efficiency	39.3	64	Selection Problems	42.9	36*
	Wide Selection	12.9	21	Ordering	13.1	11
				Service Inefficiency	11.9	10
					(N = 84)	
School Video Service	Service Efficiency	36.2	67	Selection Problems	74.6	153
	Wide Selection	18.9	35	Outdated Materials	4.4	9
	Personnel at Service	8.6	16			
		(N = 185)			(N = 205)	
District Film Loan	Service Efficiency	40.6	106	Selection Problems	43.2	60
	Wide Selection	20.3	53	Service Inefficiency	15.1	21
				Outdated Materials	15.8	22
		(N = 261)			(N = 139)	
District Video Loan	Service Efficiency	41.3	86	Selection Problems	48.9	45
	Wide Selection	18.8	39	Service Inefficiency	17.4	16
	Personnel	5.8	12	Outdated Materials	8.7	8
		(N = 208)			(N = 92)	

Reference: Year 2, Interim Report 1. p. 74

TABLE 9

TEACHERS' EVALUATIONS OF SELECTED ASPECTS OF VARIOUS MEDIA SERVICES

TEACHERS RATE EASE OF ORDERING MATERIALS FROM THE VARIOUS MEDIA SERVICES HIGHLY AND TIME DELAYS IN RECEIVING MATERIALS AS SUITABLE

	EVALUATIVE DIMENSION: ELSE OF ORDERING						
	Very Poor				Excellent	Don't Know	
VIDEO SERVICE USED:	1	2	3	4	5	6	N
Access	3.8	3.8	15.1	22.6	54.7	7.02	53
	7.6			77.3			
Regional Film Centre	0.0	3.2	15.9	31.8	49.2	0.0	63
	3.2			81.0			
District (or IMC)	0.0	0.0	3.9	19.6	76.5	0.0	102
	0.0			96.1			

chi square 24.9 d.f. = 8 p less than .002

Interpret chi square cautiously as over 20% of the cells have expected counts less than 5.

SUITABILITY OF TIME DELAY FOR RECEIPT OF MATERIALS

Suitable delay in general for material ordered from:	%	N
ACCESS	88.0	415
The Regional Film Centre	87.3	442

Reference: Year 2, Interim Report 1, p. 15, p. 115

TABLE 10

TEACHERS' SATISFACTION WITH VARIOUS SERVICES

THE VAST MAJORITY OF RESPONDENTS' SATISFACTION RATING WERE GOOD TO EXCELLENT FOR ACCESS, THE REGIONAL FILM CENTRE (FILM AND VIDEO SERVICES) AND THE DISTRICT SERVICES.

Satisfaction with Access Dubbing Service

Rating	%
1	1.2
2	2.0
3	12.2
4	44.7
5	39.8

Satisfaction with Access Dubbing Service

Rating	%
1	0.8
2	1.6
3	12.4
4	46.5
5	38.8

Satisfaction with Access Dubbing Service

Rating	%
1	0.5
2	1.0
3	14.4
4	47.8
5	36.3

Satisfaction with Access Dubbing Service

Rating	%
1	0.5
2	2.4
3	15.2
4	50.0
5	31.9

Satisfaction with the Regional Film Centre Film Loan Service

Rating	%
1	0.0
2	3.3
3	18.7
4	38.6
5	39.4

Satisfaction with the Regional Film Centre Film Loan Service

Rating	%
1	0.8
2	3.1
3	15.5
4	44.2
5	36.4

Satisfaction with the District or IMC Service

Rating	%
1	0.0
2	2.5
3	19.4
4	43.3
5	34.8

Satisfaction with the Regional Film Centre Video Loan Service

Rating	%
1	0.5
2	3.3
3	17.1
4	51.4
5	27.6

TABLE 10 (Cont'd)

Satisfaction with the Regional Film Loan Service

Rating	%
1	1.3
2	4.0
3	20.1
4	43.6
5	30.9

Satisfaction with the District or IMC Service

Rating	%
1	0.0
2	4.0
3	23.5
4	45.6
5	26.8

Satisfaction with the Regional Video Loan Service

Rating	%
1	0.0
2	1.5
3	19.7
4	56.1
5	22.7

Satisfaction with the District or IMC Service

Rating	%
1	0.0
2	4.5
3	21.2
4	50.0
5	24.2

Note: Tables are based on respondents who rated both services.

District Service refers to a film and/or video loan service.

Reference: Year 2, Interim Report 1, p. 49-50

TABLE 11

TEACHERS' REASONS FOR NOT USING ACCESS AND REGIONAL FILM CENTRE SERVICES

TEACHERS CITED SIMILAR REASONS FOR NOT USING THE ACCESS AND THE REGIONAL FILM CENTRE SERVICES

	YEAR 1 Media Utilization Survey: Non-use in 1982-1983			YEAR 2 Media User Profile Survey: Non-use in 1983-1984		
		Regional Film Centre			Regional Film Centre	
	Access N	Film Loan N	Video Loan N	Access N	Film Loan N	Video Loan N
Have Sufficient Other Material	416	203	372	97	74	121
Lack of relevant material in required subject area	326	163	259	30	78	42
Inexperience Operating the equipment	143	27	65	9	2	7
Not Aware of the Service	126	90	135	29	94	143
Limited Instructional Value of the Material	111	64	57	5	4	8
Problems with availability of equipment	94	23	63	16	4	26
Difficulty in Ordering	88	82	57	14	10	12
Cost of the Tape	50	-	-	11	-	-
Other	227	116	160	246	168	287

N = number of responses, not respondents
Subjects could respond in more than one category

Reference: Year 2, Interim Report 1, p. 119

TABLE 12

TEACHERS EVALUATION OF VARIOUS EDUCATIONAL MEDIA SUPPORT SERVICES

**TEACHERS' RATE THE FOLLOWING MEDIA SUPPORT SERVICES AS BEING MOST IMPORTANT FOR CLASSROOM TEACHING PURPOSES:

1) INFORMATION ABOUT NEW MEDIA MATERIALS IN SUBJECT SPECIFIC AREAS INCLUDING INFORMATION ABOUT CURRICULUM FIT;
2) MEDIA MATERIALS CATALOGUE;
3) SIMPLE ORDERING PROCEDURES;
4) VIDEOTAPE LOAN/DISTRIBUTION SERVICE;
5) PRINT SUPPORT FOR MEDIA MATERIALS**

TEACHERS' EVALUATIONS OF THE IMPORTANCE FOR CLASSROOM TEACHING PURPOSES OF VARIOUS EDUCATIONAL MEDIA SUPPORT SERVICES

Educational Media Support Service	N	Not at all Important 1	2	3	4	Very Important 5	Don't Know 9	N/A 99
Information about	793	1.0	2.6	10.3	28.8	56.2	0.6	0.4
new media materials in specific subject areas including information on curriculum fit		3.6			85.0			
Media Materials	792	0.5	2.7	12.1	29.2	54.0	1.0	0.5
Catalogue		3.2			83.2			
Simple Ordering	793	0.1	2.5	13.6	32.3	48.4	2.1	0.8
Procedures		2.6			80.7			
Videotape loan	792	1.3	3.3	12.0	35.7	44.3	1.8	1.6
distribution service		4.6			80.0			
Print support for	794	2.1	7.2	22.7	37.9	27.6	1.5	1.0
Media material		9.3			65.5			
Information About	794	3.6	10.3	32.7	30.2	16.0	5.3	2.0
evaluation results for specific media materials		13.9			46.2			
A large media	793	8.4	18.7	25.2	21.7	24.5	0.9	0.6
collection available in the school library		27.1			46.2			
Videotape purchase/	790	9.0	16.3	21.0	27.7	18.0	6.1	1.9
distribution service		25.3			45.7			
Inservice training	793	11.6	19.1	30.3	20.9	13.9	2.5	1.6
on use of the media materials		30.7			34.8			
Field Services visits	794	18.4	21.0	27.0	18.3	9.8	3.7	1.8
to school to demonstrate use of media		39.4			28.1			

* Please note that the terms video purchase and video loan are generic terms. It cannot be assumed that these terms were interpreted as meaning respectively the Access Dubbing Service and the Regional Video Loan Service.

Reference: Year 2, Interim Report 1, p. 19

TABLE 13

VIDEO DEMONSTRATION PROJECT - COST COMPARISON FINDINGS
SUMMARY OF COMPARATIVE UNIT COST INFORMATION

AGENCY/TYPE OF SERVICE	EXPENSE CATEGORIES				TOTAL	
	DUBBING $	BOOKING $	DELIVERY $	INVENTORY MAINTENANCE $	INCLUDING DUBBING $	EXCLUDING DUBBING $
ACCESS NETWORK: (VIDEO DUBBING) (See note below)						
1983/84						
- unit costs/dub (56,041 dubs)	3.21	1.50	0.75	1.24	6.70	3.49
- expenditure	(179,675)	(84,268)	(41,988)	(69,988)	(375,401)	(195,726)
1984/85						
- unit costs/dub (66,311 dubs)	2.76	1.27	0.79	1.09	5.91	3.15
- expenditure	(182,721)	(84,417)	(52,303)	(72,494)	(391,935)	(209,214)
% change in unit costs 1983/84 to 1984/85	-16.3%	-18.1%	+5.1%	-13.8%	-13.4%	-10.8%
CENTRAL ALBERTA MEDIA SERVICES: (FILM LOAN)						
1983/84						
- unit cost/booking (95,718 bookings)	N/A	1.86	1.45	0.93	N/A	4.24
- expenditure		(178,310)	(139,254)	(88,675)		(406,239)
1984/85						
- unit costs/booking (999,988 bookings)	N/A	1.92	1.52	1.24	N/A	4.68
- expenditure		(192,178)	(151,596)	(124,236)		(468,010)
% change in unit costs 1983/84 to 1984/85	N/A	+3.1%	+4.6%	+25.0%	N/A	+9.4%
SOUTHERN ALBERTA REGIONAL FILM CENTRE: (FILM LOAN)						
1983/84						
- unit costs/booking (20,356 bookings)	N/A	1.43	1.91	1.37	N/A	4.71
- expenditure		(29,077)	(38,862)	(27,956)		(95,895)
1984/85						
- unit costs/booking (21,849 bookings)	N/A	1.30	1.17	1.18	N/A	3.65
- expenditure		(28,468)	(25,645)	(25,675)		(79,988)
% change in unit costs 1983/84 to 1984/85	N/A	-10.0%	-63.2%	-16.1%	N/A	-29.0%

Note: The cost of videotape (paid by the school) should be added to the unit costs of the dubbing services to arrive at the total cost of dubbing. In 1984/85, the cost of a V.H.S., T/60 tape was $9.00.

TABLE 14

FREQUENCY OF UTILIZATION OF FILMS AND VIDEOTAPES
FINDINGS FROM: TEACHER OPINION SURVEY

1. Did you use videotapes and/or 16mm films for instructional purposes during the 1982-83 school year?

a)	Videotapes	69.1%	Yes	29.3%	No	N=529	NR	50
b)	16mm films	81.5%	Yes	17.7%	No	N=547	NR	32

2. (i) During March 1983, how often did you use videotapes and/or 16mm films for instructional purposes in you classroom/teaching area? Please circle the appropriate answers of fill in the number.

		Not at All	Once	Twice	Three Times	Four Times	Five Times Or more
a)	Videotapes N=523 NR=56	(48.7)	(12.6)	(13.9)	(7.0)	(5.9)	(11.0)
b)	16mm Films N=533 NR=46	(36.2)	(10.5)	(13.3)	(9.3)	(11.2)	(18.0)

(ii) During the 1982-83 school year, did any other teachers, to your knowledge, use the videotapes and/or 16mm films once you had ordered them?
67.8 Yes 30.7 No N=547 NR=32

If yes, during the 1982-83 school year how many teachers, on average used each videotape and/or 16mm film:

No. of Teachers

1	25.2%	rest under 3% sample reported more than 6
2	32.9%	teachers using material
3	17.5%	
4	5.7%	
5	3.8%	
6	3.5%	N=364 NR=215

9. How often do you usually utilize videotapes of film for instructional purposes?

	Videotape N=500 NR=79	Films N=537 NR=42
More than once a week	3.4	3.7
At least once a week	7.4	9.8
Several times a month	12.8	23.0
Several times a term	21.6	23.0
Several times a year	19.4	17.6
Hardly ever	25.2	15.0
Never	8.6	5.0

CODE
N = Number of respondents excluding missing responses.
NR = No Responses

TABLE 15

SCHOOL VIDEO COLLECTIONS -

SOURCE SIZE, CURRENCY, SUBJECT AREA AND SIZE RELATED TO GRADE LEVEL

TITLES IN SCHOOL VIDEO COLLECTIONS ARE PRIMARILY OBTAINED FROM ACCESS; THE MAJORITY OF SCHOOL COLLECTIONS CONTAIN 50 TITLES OR LESS - MOST SCHOOL COLLECTIONS ARE CONSIDERED CURRICULUM MOST SCHOOL COLLECTIONS FOCUS ON CORE CURRICULUM AREAS (SOCIAL STUDIES, LANGUAGE ARTS, SCIENCE); SENIOR HIGH SCHOOLS TEND TO HAVE LARGER COLLECTIONS

SOURCE OF TITLES IN SCHOOL COLLECTION	N	%
Access Dubbing Centre	167	65.2
Access and Tapes Dubbed by Staff	27	10.5
Tapes Dubbed by Staff	21	8.2
Commercial Outlet	19	7.4
Access and Commercial Outlet	9	3.5
Access, Commercial Outlet and Tapes Dubbed by Staff	2	0.8
Other	11	4.3
TOTAL	(N = 256)	

NUMBER OF VIDEOTAPES IN THE SCHOOL COLLECTION	N	%	
0 - 10	39	15.2	
11 - 21	47	18.3	
21 - 30	41	16.0	70.9
31 - 40	22	8.6	
41 - 50	33	12.8	
51 - 60	8	3.1	
61 - 70	9	3.5	
70 or more	56	21.8	
Don't Know	2	0.8	
TOTALS	(N=257)		

RATING	CURRENCY OF SCHOOL VIDEOTAPE COLLECTION		CURRENCY OF DEPARTMENT COLLECTION	
	N	%	N	%
Not at all Current - 1	5	2.0	1	2.4
2	16	6.3	1	2.4
3	55	21.7	10	23.8
4	107	42.1	16	38.1
Very Current - 5	67	26.4	11	26.2
Not Applicable - 6	1	0.4	2	4.8
Don't Know - 9	3	1.2	1	2.4
TOTAL	(N = 254)		(N = 42)	

Reference: Year 2, Interim Report 1, p. 85, 86, 88